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# PERFECT MEMORY;

## HOW TO ATTAIN IT.

COMPRISING THE PRACTICAL POINTS OF NUMEROUS  
MEMORY SYSTEMS; WITH VALUABLE HINTS  
FOR STRENGTHENING AND CON-  
FIRMING THE MEMORY.

COMPILED BY  
CHARLES HARTLEY.

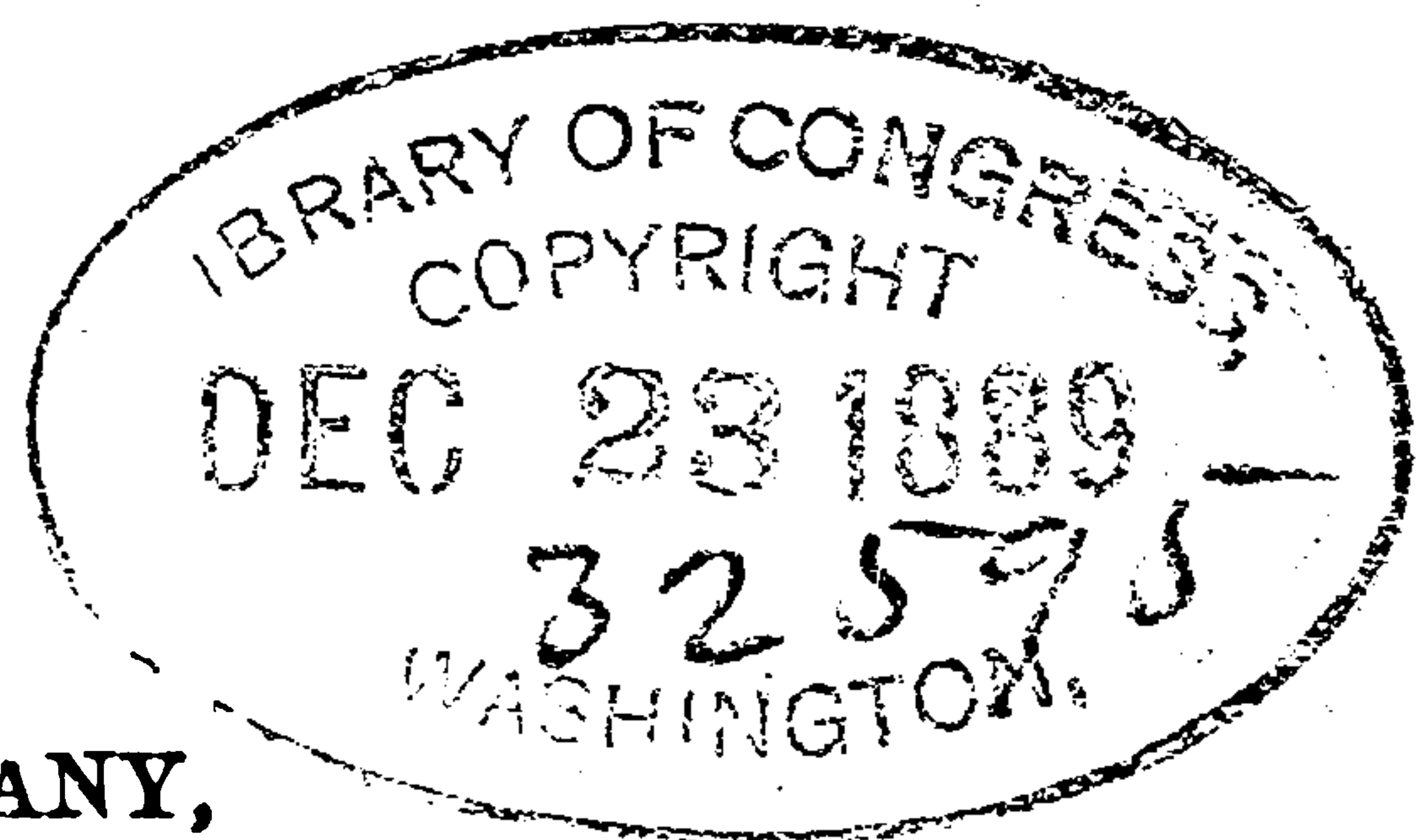
*AMERICAN EDITION, REVISED AND ENLARGED.*

BY JOHN A. SHEDD,  
AUTHOR OF "SHEDD'S NATURAL MEMORY METHOD"

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# PREFACE.

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The great interest manifested in the training of memory, together with the lack of a popular hand-book upon the subject, are the reasons for the publication of this little work.

To arouse curiosity, awaken interest, and thus secure attention, are important means toward the acquirement of a good memory. These will be found to be the principal means employed in the various ingenious devices which have been invented to aid the memory, a few of which this work describes. From the suggestions which this work offers, the ingenious teacher can devise many interesting exercises, combining recreation with information.

But one phase of the subject is here presented ; it is intended to supplement, not to supplant, other works ; it does not teach mental philosophy, yet no teacher should expect to be successful unless first fully conversant with the fundamental, physical, and mental principles of memory.

J. A. SHEDD,

New York, *Sept.* 1889.





## CHAPTER I.

### THE MEMORY.

Memory is the power of retaining impressions made through the senses, and of re-  
viving them afterwards without the origi-  
nals, and by mental forces alone.

**Nature of  
Memory.**

We are said to remember anything when the idea of it arises in the mind, with a consciousness, at the same time, that we have had this idea before. Our memory is our natural power of retaining what we learn, and of recalling it on every occasion. The memory is the foundation and store-house of all knowledge.

There is a distinction between remembering and recollecting, which, though not always observed in conversation, it is yet worth while to notice. The ideas that are re-  
membered either come into the mind  
without any effort on the part of the per-  
son remembering, or with such effort.

**Remem-  
brance and  
Recollec-  
tion.**

In the first case the person is more properly said to *remember*; in the second to *recollect*. The effort of recollection may be generally described as consisting in seeking out for different ideas which are

likely to recall, by any of the ordinary modes of association, the desired idea.

“We are” writes a distinguished American scholar, “in too great danger of neglecting the memory. It is too valuable to be neglected, for by it wonders are sometimes accomplished. *He who has a memory that can seize with an iron grasp, and retain what he reads* (the ideas simply, without the language) *and a judgment to compare and balance, will scarcely fail of being distinguished.* Many are afraid of strengthening the memory, lest it should destroy their inducement and power to originate ideas—lest the light should be altogether borrowed light. The danger does not seem to me to be very great: especially since I have noticed, that those who are so fearful of employing this faculty are by no means to be envied for their originality. If, then, there is not so much of originality in men and in books as you at first suppose, it follows, that memory is the grand instrument of conveying knowledge from one man to another. Its cultivation is of the highest importance.”

Value of a good memory.

Various arts and devices have been propounded from time to time for aiding our recollection in the various kinds of knowledge, for even the strongest memory often cannot preserve a clear arrangement and remembrance of all its stores, but a very great part of them falls into confusion, and then, with many, into oblivion.

Mnemonics (pronounced *ne-mon-icks*, and de-



rived from the Greek *mnēmē*, memory), or the art of memory, is the name of the science which shows how the memory may be assisted. It has puzzled the talent of man for ages to improve this great and most important faculty. It is said of Thot, King of Egypt, that when he heard of the invention of writing, he disapproved of it, because he said it would weaken the natural force of memory, and he was doubtless right; but, then, it more than supplies the loss which it occasions by the immense amount and variety of the knowledge which it stores up. That very amount and variety, however, has now become, by the invention of printing, very perplexing, and it is more than ever necessary to help and strengthen the memory, in order to make good use of the accumulated knowledge of past generations, as well as of the fresh discoveries of the present time.

The truth is, people do not exercise their memories as they exercise their limbs in sports, or in their various trades and crafts. No system of artificial memory will enable a speaker or hearer to recollect a long discourse without some difficulty, or to master the principles or rules of a science without some study and application; but mnemonics are useful to an extent—chiefly for dates, and some other matters involving figures.

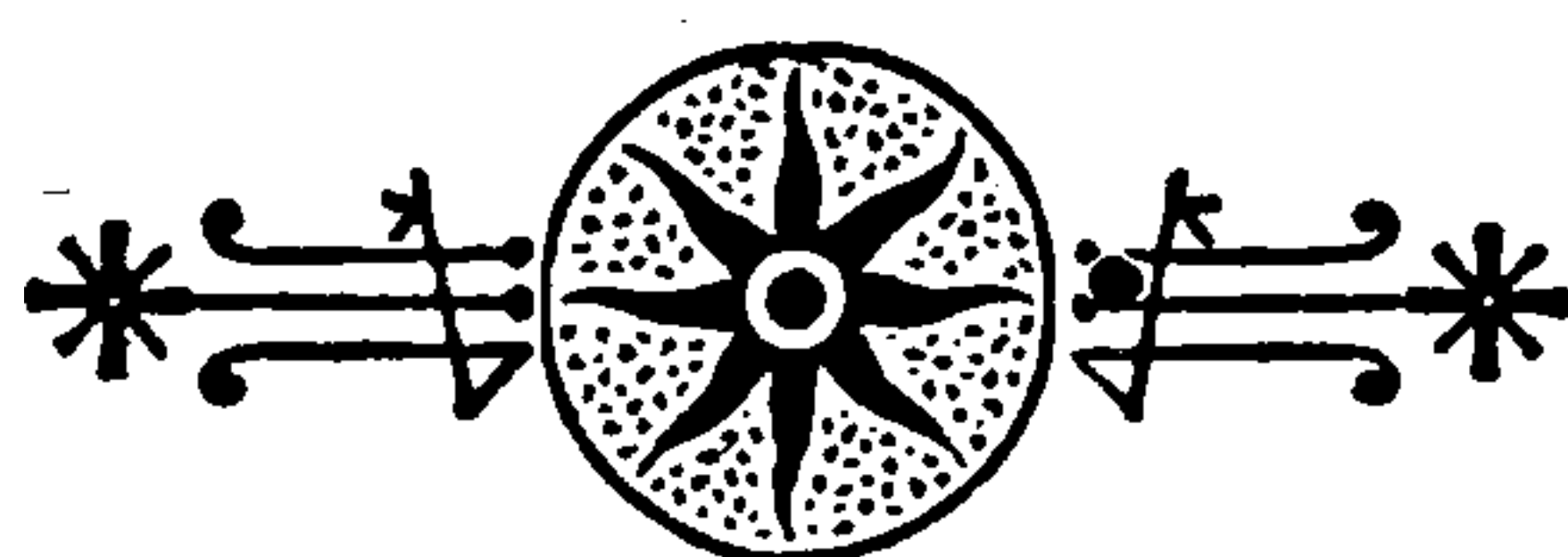
**Mental  
Exercise.**

A memory carefully developed, skilfully trained and improved, and strengthened by regular exercise, is most useful and valuable for all branches of



learning and the business of common life. The great point is to improve and strengthen the natural memory, and, at the same time, to use all the practical helps of which we can avail ourselves.

Many persons consider the machinery of most memory systems as difficult to acquire, to remember, and to practice, when required, especially on the spur of the moment, as to fix the matter in the memory by sheer force of repetition. It is, in fact, learning two things instead of one. But it will be interesting, as it is desirable also, to give the reader a brief account of the supposed origin of the art and of the chief systems.



## CHAPTER II.

### ORIGIN OF MNEMONICS.

The original inventor of Mnemonics was the Greek poet Simonides, who lived in the fifth century before Christ. At a feast he recited a poem in honor of Scopas, victor in wrestling at the Olympic games, who gave the entertainment; but having digressed in praise of Castor and Pollux, his patron would pay only half the sum promised, saying he must get the other part from those deities who had an equal share in his performance. Immediately after, Simonides was told that two young men on white horses must needs speak with him. He had scarce got out of the house when the room fell down; all the persons in it were killed, and their bodies so mangled that they could not be known one from the other, upon which Simonides, recollecting the place where every one had sat, by that means distinguished them. Hence it came to be observed, that to fix a number of places in the mind, in a certain order, was a help to the memory. This action of Simonides was afterwards improved into an art.



As described by Quintilian, it is in substance as follows: You choose a very spacious and diversely arranged place, or a large house, for instance, divided into several apartments. You impress on the mind, with care, whatever is remarkable in it; so that the mind may run through all the parts without hesitation and delay. Then, if you have to remember a series of ideas, you place the first in the hall, the second in the parlor, and so on with the rest, going over the windows, the chambers, to the statues and several objects. Then, when you wish to recall the succession, you commence going over the house in the order fixed, and in connection with each apartment, you will find the idea that you attached to it. The principal of the method is, that it is more easy for the mind to associate a thought with a well-known place, than to associate the same thought with the next thought, without any medium whatever.

Many images of living creatures, or any other sensible objects, most likely to be soonest revived in the memory, were to be impressed on the mind. These, like hieroglyphics, were to stand to denote an equal number of other words, not otherwise so easily to be remembered. When, therefore, a number of things were to be remembered in a certain order, these images were to be placed regularly in the several parts of the building; and thus, by going over those parts, the images placed in them would be revived in the mind; which would give the things, or words themselves, in the desired order. The advantage of the images were supposed



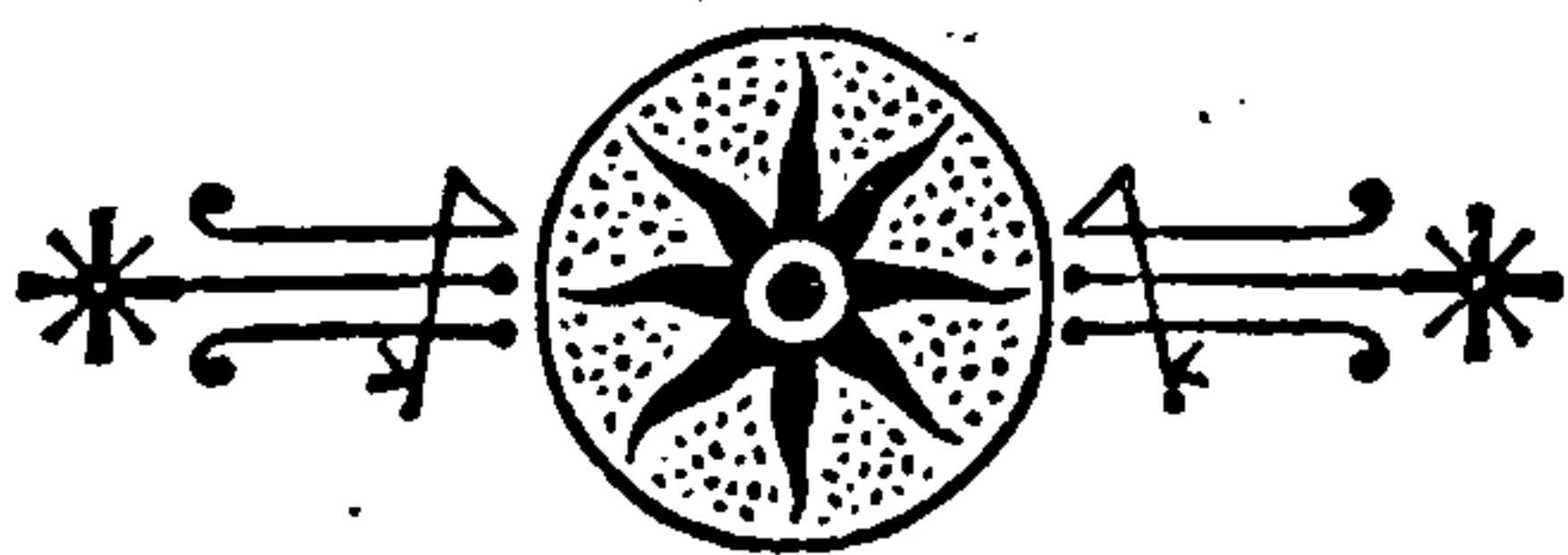
to be, that, as they were more likely to affect the imagination than the words, they would be more easily remembered—an anchor representing navigation, a lion strength, &c. The Grecian orators also made use of the statues, paintings, ornaments, and other external circumstances, of the places where they harangued, for reviving, in progressive order, the topics and matter of their orations. But in what manner all this was done is not fully or clearly known, from the imperfect explanations of the art which have been transmitted to us by the ancient writers. It is named the *topical*, or locality memory, from the employment of known places as the medium of recollection; and in allusion to it, we still call the parts of a discourse *places* or *topics*, and say, *in the first place, in the second place, &c.*

Quintilian himself speaks of the method as a laborious acquirement, and says he will not deny it to be of some use; for instance, in repeating a multitude of words in the order they occur, and in things of this nature; but he thinks it of less use in getting by heart a continued oration, and in this respect rather an incumbrance.

The art appears to have lain dormant in after ages, till Raimond Lullé, about the close of the Thirteenth Century, brought it once more **Later In-** into notice, and it became known as **ventors.** “Lullé’s art.” Since then it has been taught or written upon by Marsilius-Ficinus, Grataroli, Bruschi, Muretus, Schenkel, Martin-Sommer, Winckel Mauro, Horstius, Johnston, Willis, Morhof, D’Assigny, Paschius, Grey, Gebelin, Feinaigle,

Klüber, Aretin, Knott, Aimé Paris, Otto, Gouraud, Pick, and others. Some of these professors kept their systems strictly secret from the world.

From this array of names of men distinguished for their learning or ingenuity, it will be seen how many efforts and how much labor and perseverance have been devoted to the development and improvement of the art of artificial memory. Nevertheless, it has not been generally adopted or practised either by scholars or the public, which is sufficient proof that however wonderful are the displays made by adepts in the art, by repeating backwards or forwards thousands of unconnected Greek, Latin, or barbarous words, long lists of figures, and other brilliant feats, of no real use, such art is not practically useful, except for dates and certain statistics.





## CHAPTER III.

### EARLY SYSTEMS OF MNEMONICS.

The representation of numbers by letters of the alphabet has been in practice, more or less, almost in every language. The only **Hebrew** thing wanting was to make that repre- **Mnemonics.** sentation further useful by substituting vowels as well as consonants for the numerical figures, in such manner and proportion that any number might be formed into a word capable of being articulately pronounced, and consequently more perfectly remembered. Amongst the Jews, indeed, of whose alphabet the vowels are no part, it was a practice to abbreviate sentences and names of many words by putting together the initial letters of those words, and making out of them an *artificial word* to express the whole, as *Rambam* for *Rabbi Moses Ben Maimon* ; *Ralbag* for *Rabbi Levi Ben Gerson*.

In this manner the Hebrew Grammarians teach their pupils to remember the letters which change their natural pronunciation by the inscription of a dagesh (a dot in the centre of a letter), by gathering these six letters, *Beth*, *gimel*, *daleth*, *caph*, *pe*, and *thau*, into the word *Begadchepat* ; and that they might not forget the letters named Quiescent,



or silent, viz., *A*, *h*, *v*, and *i*, they are joined in the word—*Ahevi*.

They also made use of *natural* words to represent numbers, when they could meet with such as happened to answer the number they wanted to express. We have several pieces of ingenuity of this kind in the frontispieces of their Bibles, where they give us the *year* of the edition in some word or sentence of Scripture, the letters of which, according to their numerical value, make up the date.

Dr. Grey says: “Indeed, I am not certain whether I owe not to observations of this kind the first hint of this method.”

Much labor has been spent on mnemonic devices for assisting in the recollection of **Dr. Grey's** *Memoria Technica* numbers, one of the hardest efforts of memory; for most people have bad or indifferent memories for figures.

The recollection of dates and numbers of statistics is often very serviceable. Dates are more easily remembered than ordinary figures unconnected with any event, but, nevertheless, most persons find them very difficult to remember. Everyone must be sensible of the very great difficulty which he has experienced in endeavoring to retain in his mind, in chronological arrangement, the details recorded in history; and how almost impossible he has found it to preserve, for any length of time, the recollection of those details when the chronological arrangement had been forgotten. On the other hand, when the dates of various important events have been indelibly im-



pressed on the memory, it is found also that the mind easily recollects the train of circumstances connected with each of those events, and thus obtains and preserves an extensive stock of historical knowledge.

It is much easier to remember words than figures, for the reason that words suggest pictures more or less striking, whereas figures do not. But figures can be translated into letters, and the numbers formed into words. The principal method for this purpose is to form the number into a word by assigning a letter for each of the ten ciphers.

Dr. Grey published the first edition of "Memoria Technica; or Method of Artificial Memory," in 1730. This system, upon which most systems have have been more or less based, did not profess to make the memory better, but things more easy to be remembered.

The principal part of this method, which we give chiefly in the author's own words, is briefly this: To remember anything in history, chronology, geography, &c., a word is formed, the beginning whereof being the first syllable or syllables of the thing sought, does, by frequent repetition, of course, draw after it the latter part, which is so contrived as to give the answer. Thus, in history, the Deluge happened in the year before Christ two thousand three hundred and forty-eight. This is signified by the word *Deletok*, Del standing for Deluge, and *etok* for 2348.

The first thing to be done is to learn exactly the following series of vowels and consonants, which



are to represent the numerical figures, so as to be able, at pleasure, to form a *technical* word, which shall stand for any number, or to resolve a word already formed into the number which it stands for :

<i>a</i>	<i>e</i>	<i>i</i>	<i>o</i>	<i>u</i>	<i>au</i>	<i>oi</i>	<i>ei</i>	<i>ou</i>	<i>y</i>
1	2	3	4	5	6	7	8	9	0
<i>b</i>	<i>d</i>	<i>t</i>	<i>f</i>	<i>l</i>	<i>s</i>	<i>p</i>	<i>k</i>	<i>n</i>	<i>z</i>

Here *a* and *b* stand for 1, *e* and *d* for 2, *i* and *t* is 3 and so on.

Always remember that the diphthongs are to be considered but as *one letter*, or rather, as representing only *one figure*. Note also, that *y* is to be pronounced as *w*, for the more easily distinguishing it from *i*, as *syd*=602, pronounce *swid*, *typ*=307, pronounce *twip*.

The reader will observe that the same date or number may be signified by different words, according as vowels or consonants are made choice of, to represent the figures, or to begin the words with, as, 325 *tel*, or *idu*; 154 *buf*, or *blo*, or *alf*, or *alo*; 93. 451 *ni-ola*, or *out-fub*, or *ni-fla*, or *out-olb*.

It is further to be observed that *g*, stands for hundred, *th* for thousand, and *m* for million. Thus *ag* will be 100, *ig* 300, *oug* 900, &c.; *ath* 1,000, *oth* 4,000, *otho* 4,004, &c.

It is unnecessary in learning the dates of events which occurred A.D., to repeat the "thousand" as no one with a knowledge of modern history will be likely to make a mistake of a thousand years. The same observation will be applicable in many other cases, upon other subjects,



In remembering dates, and some other matters involving figures, the system will be found useful; but in astronomy, physics, &c., where it is not so much required, the application of the system is less easy, and probably often liable to error in practice. Astronomers and other men of science, would not use any such helps, but would refer to their books and tables, and students should do the same.

The whole art in effect is nothing more than this; *to make such a change in the ending of the name of a place, person, planet, coin, &c., without altering the beginning of it, as shall readily suggest the thing sought, at the same time that the beginning of the word being preserved, shall be a leading or prompting syllable to the ending of it so changed.*

By exercising a little ingenuity, any one can join facts and figures together in this way, in the course of study, and by repetition afterwards, can fix many hundreds of such compound words in the memory.

## ILLUSTRATIONS OF GREY'S METHOD.

Before Christ.

<i>Cyruts</i> —Cyrus.....	536
<i>Alexita</i> —Alexander.....	331
<i>Julios</i> —Julius Cæsar.....	46
Founded their respective Monarchies.	
<i>Marathonz</i> —Battle of Marathon.....	490
<i>Socrinn</i> —Socrates died.....	399
<i>Platok</i> —Plato died.....	348
<i>Romput</i> —Building of Rome.....	753

Consul <del>zou</del>	—Consuls first made.....	509
Trib <del>fout</del>	—Creation of the Tribunes.....	493
Willconsau	—William the Conqueror.....	1066
Jann	—King John.....	1199

Began their reigns.

Charlmeig	—Charlemagne declared Emperor of the West.....	800
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Gregor von Feinaigle, a German monk, invented a similar system, which he taught in various parts

Feinaigle's of Europe, and finally published in 1812  
system.

The chief part of his method seems to have been an elaborate arrangement of pictured objects united with that of Dr. Grey ; but, instead of forming a date-word upon Dr. Grey's principle—"the beginning whereof being the first syllable or syllables of the thing sought, and the latter part the date translated from figures into letters"—Feinaigle's method is to make up a distinct word of the consonants which are only used in his system for figures, by the insertion of vowels or consonants not used, to represent the figures, regard being had to some connection with the subject that the number refers to. Thus, America having been discovered in 1492, the letters *t*, *r*, *p*, *n*, standing for those figures in his arrangement, are made with the aid of vowels into "*To Rapine*," because that discovery led to *rapine* by the first Spaniards. Feinaigle thus combined the topical method with the numerical-letter system of Dr. Grey.



## CHAPTER IV.

### LATER MEMORY METHODS

The fundamental principles of Grey and Feinai-  
gle have been somewhat modified and simplified  
and with but few exceptions are used by ~~old Systems~~  
almost all teachers of memory including ~~used now~~.  
some who have made so called "marvelous discov-  
eries."

The following is probably as good an alphabet  
key as has been formed; it is used largely in  
England.

T or D= 1	B or J or Sh= 6
H or N= 2	C or K = 7
M= 3	W or F = 8
Y or R= 4	P or Q or G= 9
V or L= 5	S or Z = 0

*All letters not included in above table have no  
numerical value whatever.*

A few examples will suffice to show the manner  
in which the principles are applied.

B. C.

4004 Creation of the World, Adam, aRiSe SiRe.

4 0 0 4

1184 Troy, the Greeks the city DiD FiRe.

1 1 8 4

1012 Solomon built the Temple ouT of SToNe.

1 01 2



753 Rome founded, a city of CoLuMns.

7 5 3

A. D.

1320 Gunpowder exploded makes soMe NoiSe.

3 2 0

1321 Dante (born) was of his TiMe aHeaD.

1 3 2 1

1441 Printing is a TRue aRT.

14 41

1491 Caxton (born) printed RaPiD.

4 9 1

1815 Waterloo, to Napoleon FaTaL.

8 1 5

1871 Capture of Paris, a remarkable FaCT.

8 71

The possession of one link in a chain of suggestions greatly aids in recalling the rest. If the

**Initial** initials of certain words in a list are **Suggestion.** memorized, it requires but little mental effort to recall that word which the initial is intended to bring to mind.

A modern example is CABAL, formed of the initial letters of *Clifford*, *Ashley*, *Buckingham*, *Arlington*, and *Lauderdale*, Cabinet Ministers in the reign of Charles the Second, who, carrying on their designs in secret, received the name which their initials happened to spell; and which word, thus derived, is now used to signify a junto, or small party of men united in close design to effect a party purpose.

Thus the word *Cogs* will assist in recalling the words *Class*, *Order*, *Genus*, *Species*, in their

arrangement in science ; and all the vowels may be remembered in their regular order by the word *facetiously*.

The initials in the following gives the first letter in the name of each of the Presidents in their order,

“ Wisdom And Justice Many Men Admire ;  
Jarring Vice Harms Truth's Pure Trembling Fire ;  
Pray Be Loyal, Just ; Go, Highest Good      **The**  
                                 Acquire.”                                   **Presidents.**

Washington, Adams, Jefferson, Madison, Monroe, Adams, Jackson, Van Buren, Harrison, Tyler, Polk, Taylor, Fillmore, Pierce, Buchanan, Lincoln, Johnson, Grant, Hayes, Garfield, Arthur.

The following from an English book gives the initials of all the English Sovereigns.

“ When Will His Stupid Head Remember  
Just How Easy Each Endeavor  
Remains, Having Had Help ;  
Eclipsing Every Reasoning, Harassing, Hazy  
Egoist's Method  
Elaborately Jumbling, Clear Concise Junctures,  
A Great, Grand Gravity, Giving Wit  
With Vexation.                                   **The English**  
                                 **Sovereigns.**

William I, William II, Henry I, Stephen, Henry II, Richard, John, Henry III, Edward I, Edward II. Edward III, Richard II, Henry IV, Henry V, Henry VI, Edward IV, Edward V, Richard III, Henry VII., Henry VIII., Edward VI., Mary, Elizabeth, James I., Charles I., Charles II., James II., William, Anne, Georges I., II., III., IV., William IV., Victoria, and in a similar manner may be memorized,



<b>The Latin Cases in their order.</b>	Nominative	<i>No</i>
	Genitive	<i>Genuine</i>
	Dative	<i>Date</i>
	Accusative	<i>Accursed</i>
	Vocative	<i>Vocation</i>
	Ablative	<i>Abate</i>

in the above it will be noted that at least the first two letters in each word are identical.

If it is desired to learn a certain list of words, and the order in which they are to be learned is immaterial, the list should be carefully examined and if possible the words should so be arranged that each has some connection directly or indirectly with the word following; these connections are Direct Associations by resemblance, *in meaning* as rapid-quick, high-lofty; *in classification* as man-child, tiger-cat; *in co-existence* as Washington-Revolution, Noah-flood; *in appearance* as snow-wool, coal-soot; *in cause and effect*, as fire-heat, study-know; *in contiguity* as Edison-phonograph, Watt-steam, author-book; *in sound* as fire-lyre, down-frown. Indirect Associations by *contrast* as 'rapid-slow, man-beast, Washington-Arnold, snow-rain, fire-ice.

For instance, supposing the following list is required to be memorized, house, job-lot, sheep, double, easy, lard, pen, rite, money, lank, chin, by the use of connecting words associations are formed as follows:

house—*lot*  
job-lot—*cheap*

sheep—*fold*  
double—*trouble*  
easy—*hard*  
lard—*pig*  
pen—*write*  
rite—*ceremony*  
money—*bank*  
lank—*thin*  
chin—

In committing to memory any list of disconnected words, having no direct natural bond of association between each other, the following method will be found of great service. How to secure Attention.

I. The *undivided attention* should be concentrated upon the *first* and *second* words of the series, these should be repeated mentally or orally until perfectly mastered.

II. Wholly dismiss the thought of the first and second words, thus memorized, and direct the attention solely to the *second* and *third* words of the list.

Proceed in a like manner throughout the entire list; by this process of over-lapping or welding, a perfect chain of connections is easily formed. After the list has once been mastered it will be found that it can be repeated backward with as much ease as forward.

The following examples will illustrate the process, supposing you wish to memorize the following list of the capitols of Europe, in the order of their size, London, Paris, Berlin, Vienna, St. Petersburg,



Constantinople, Madrid, Brussels, Copenhagen and Rome. You would proceed as follows :

{ London  
 { Paris  
 { Paris  
 { Berlin  
 { Berlin  
 { Vienna  
 { Vienna  
 { St. Petersburg  
 { St. Petersburg  
 { Constantinople  
 { Constantinople  
 { Madrid  
 { Madrid  
 { Brussels  
 { Brussels  
 { Copenhagen  
 { Copenhagen  
 { Rome

Learning verse greatly improves the memory. "Verse," says Sir Philip Sidney, "far exceedeth Verse as an prose in the knitting up of the memory."

**Aid to Memory.** Who is it that ever was a scholar that does not carry away some verses which in his youth he learned, and even to old age serve him for hourly lessons? They who have known what it is—when afar from books, in solitude, or in traveling, or in intervals of worldly care—to feed on poetical recollections, to recall the sentiments and images which retain by association the charm that early years once gave them,—will feel the inestimable value of committing to memory, in the prime.

of its power, what it will easily receive and indelibly retain.

Rhyme is a most powerful help to memory. It is much easier to learn and retain rhymed verse than prose. The principal reason is, that one of the rhymes will bring to memory the corresponding rhyme or rhymes, which leads to the remembering of the rest of the lines. The numbers (times or accents), measures, rhymes, and rhythmical arrangement, according to the versification of different languages, have great influence, both in making things easier to be received into the memory, and longer retained there. Hundreds of proverbs and rules in various languages have for this reason been put into rude rhyme, or formed into more correct verse; and on the same principle, moral precepts have been cast into a poetic mould from all antiquity, as in the golden verses of the Pythagoreans in Greek, &c. The versification of the rules of the Latin Grammar has the same end in view. How many are there of the common affairs of human life, which have been taught in early years by the help of rhyme, and fixed in the memory by frequent use! In comparison with a topical memory, this might be called a rhythmical memory. The well-known rule for the number of days in the different months of the year—

“Thirty days hath September,” &c.—

Is an instance of mnemonic verse.

An interesting as well as instructive plan is to encourage scholars to form rhyming couplets, one line of which states the date

**History**  
**Rhymes,**



of an occurrence, while the other refers to the event itself.

Twelve hundred and fifteen,  
King John at Runnymede is seen.

Fifteen hundred and eighty-four,  
Raleigh's ships, Carolina explore.

Sixteen hundred, thirty-one,  
Delaware settlements now begun.

Sixteen hundred and thirty-four,  
Catholics sailed for Maryland's shore,  
Good Lord Baltimore sent them o'er.

Sixteen hundred and thirty-eight,  
Swedes in Delaware formed a state.

Sixteen hundred and sixty-four,  
The Dutch, New Amsterdam, gave o'er.

Sixteen hundred and sixty-five,  
London's plague left few alive.

Sixteen hundred and eighty-two,  
Came William Penn, the good, the true.

July the fourth, in "seventy-six,"  
Brave names to paper were affixed.

\* On Christmas night in "seventy-six,"  
His way amidst the ice, he picks.

---

\* Washington crossing the Delaware.

Seventeen hundred ninety eight,  
Napoleon 'neath the pyramids great.

Eighteen hundred thirty-four,  
No more slaves on Britain's shore.

Eighteen hundred thirty-eight,  
Queen Victoria crowned in state.

Eighteen hundred forty-one,  
Greeley's "Tribune" now begun.

Eighteen hundred forty-one,  
Birth of Victoria's oldest son.

Eighteen hundred sixty-one,  
Good Prince Albert's work is done.

On the first day of "sixty-three,"  
Lincoln proclaimed the blacks all free.

Couplets thus formed will seldom be forgotten and give an opportunity for careful grammatical composition. This method can be applied with equal success to Geography.

In committing poetry to memory, learn a stanza, or a few verses (lines) if not in stanzas, whether rhymed or blank verse, repeating the <sup>Memorizing</sup> verses aloud, but in a subdued voice, <sup>Prose or</sup> Poetry. very slowly and very attentively; then the next stanza or passage, always repeating the last verse line of the preceding stanza or passage before you begin repeating the next, so as to connect the two, and so on to the end; the last verse of one stanza



or passage thus always suggesting the first verse of the next.

In committing prose to memory, study in the same manner. Learn the first sentence, or division of the sentence if long and divisible; then the second sentence; then join the latter to the former, and so on to the end—always going back to the first line. If the passage is very long, divide it into sections, and learn one at a time in the above manner.

Quintilian advises, if the speech to be remembered be long, to get it by heart in parts, and those not very small. The partition ought chiefly to be made according to the different topics. Apt divisions help the memory greatly.

The following observations from an old work, upon the dramatic art, may be applied to learning poetry or prose in general, as well as to learning a part:—"To study, requires determination to give your whole and undivided attention to the part; to read slowly, and with marked emphasis, not through the whole part, but scene, until you are perfect. An hour's patient perseverance is worth four if you read with indecision and distaste. Most actors find that writing out a part greatly facilitates their acquisition of it; slow writers impress the words more on their memory than rapid ones. Learning line by line, as a school-boy acquires his task, though laborious in practice, will be found the most rapid method in the end. A scene thus learned should then be repeated throughout, and



never proceed to the following one till you are easy in the first."

Another experienced writer upon the subject says:—"The best plan, I think, of committing a part to memory, is to write it out from the book yourself, or copy the written part given to you if the play be in manuscript. This will gradually impress the words upon your mind: After this, read it over aloud before you sleep at night, and repeat what you know of it, and practise the same exercise in the morning."

The following directions will be found helpful:

I. "When you wish to learn a piece of prose or verse, try to grasp its *general* meaning first, and then *particularize*: that is, OBSERVE minutely what words are used, and how they are placed."

II. "Learn one sentence thoroughly by reflection, before you attempt to master another; and link them together by noticing carefully how they follow. When you think you have succeeded in getting a sentence to run upon your tongue correctly; think of the impressions, remove your eyes from the paper, and articulate the words aloud, or mentally. Immediately afterwards cover the sentences with your hand, and again repeat, allowing yourself to look for each word just after you have uttered it. You will thus frequently detect an error of omission, introduction, substitution, or transposition."

III. "If you have learned anything *by ear*, and are fearful of forgetting it, write it out *once* clearly, and in *distinct paragraphs*, but *not too far apart*,



and afterwards look at it carefully, which will give you the assistance of *visual* remembrance."

IV. "If you intend to commit to memory a long piece, write out a small portion at a time, and carry it about with you, remembering that simply *carrying it* will be useless, unless you occasionally *look at it*."

V. "Do not wait till you can find time to accomplish *a great deal*, but attempt *a little* immediately. Learn a small portion daily, and occasionally repeat, in suitable divisions, the whole of that which you have learned."

VI. "When learning by heart it is well to retire to some room, or locality, in which you are not likely to be interrupted, seen, or overheard; and there repeat *aloud*, and *graphically*."

How shall we remember what we read? A very important question all will admit and worthy of careful attention. One who has given **Remember-  
ing What  
We Read.** the subject much thought writes:

"Hundreds of books read once, have passed as completely from us as if we had never read them; whereas the discipline of mind got by writing down, not copying, an abstract of a book which is worth the trouble, fixes it on the mind for years, and, besides, enables one to read other books with more attention and more profit."

A well known educator expresses his ideas upon the subject as follows: "When a man reads he should put himself into the most intimate intercourse with his author, so that all his energies of apprehension, judgment and feeling may be occu-



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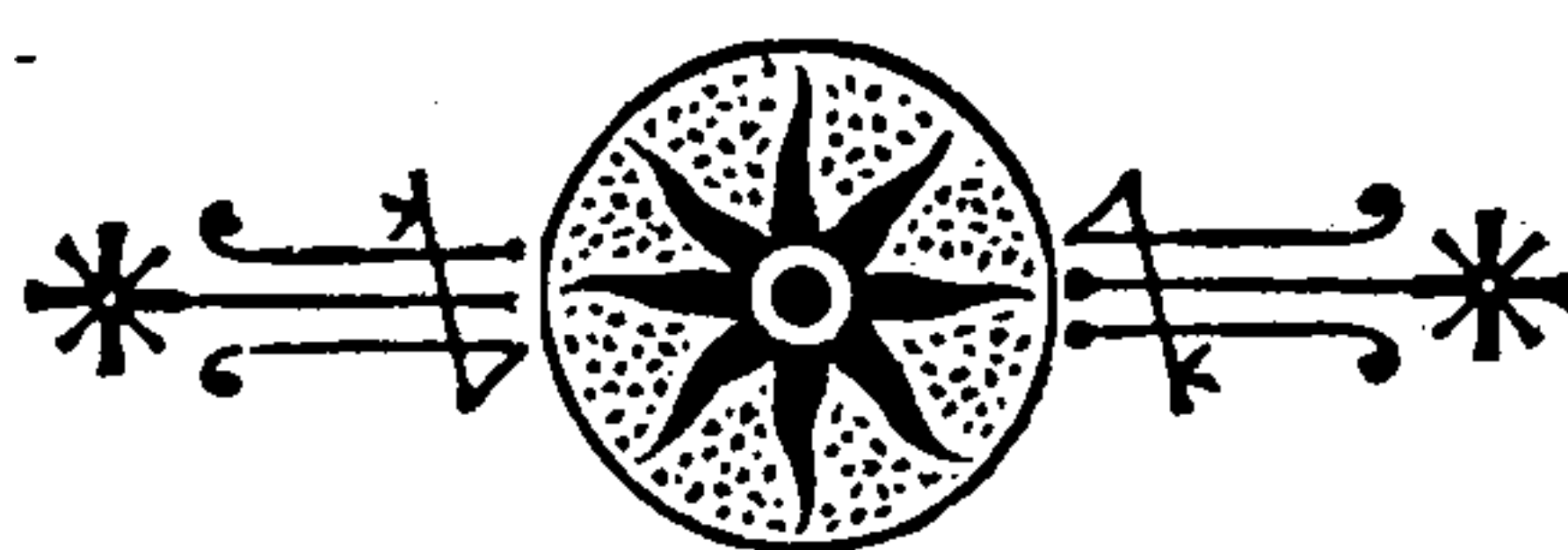
pied with, and aroused by, what his author furnishes, whatever it may be. If the use of the pen, in brief or full notes, in catch-words or other symbols, will aid him, let him use them."

The following plan has been successfully used for many years by a large number of readers:

"Turn to the contents, see what are the great divisions of the subject, and thus get a glance of the general plan. Examine it chapter by chapter; then close the book, and see if you have the plan of the whole work distinctly and fully in your mind. Do not proceed till this is done. After you have this all distinctly in the mind, then get the first chapter vividly before you, so far as the contents will enable you to do it. Now proceed to read. At the close of each sentence, ask yourself, "Do I understand that? Is it true, important, or to the point? Anything valuable there, which I ought to retain? At the close of each paragraph, ask the same questions. Leave no paragraph till you have the substance of it in your mind. Proceed in this manner through the chapter; and, at the close of the chapter, look back, and see what the author *tried* to accomplish by it, and what he really *has* accomplished. As you proceed, if the book be your own, or if the owner will allow you to do it, mark with your pencil, in the margin, what, according to *your* view, is the character of each paragraph, or sentence. But will not this method of reading be *slow*? Yes: *very slow and very valuable*. A single book, read in this way, will be worth a score run over. It will compel you to *think* as well as



read, to judge, to discriminate, to sift out the wheat from the chaff. It will make thought your own, and will so fix it in the mind, that it will probably be at your command, at any future time."



## CHAPTER V.

# RULES FOR LEARNING A FOREIGN LANGUAGE.

The following excellent rules for mastering a foreign language are by Prof. Blackie and are worthy of careful attention. The rules appear in their order of natural succession, are the result of many years' experience, and may be relied on as being of a strictly practical character.

I. If possible always start with a good teacher. He will save you much time by clearing away difficulties that might otherwise discourage you, and preventing the formation of bad habits of enunciation, which must afterwards be unlearned.

II. Name aloud, in the language to be learned, every object which meets your eye, carefully excluding the intervention of the English: in other words, think and speak of the objects about you in the language you are learning from the very first hour of your teaching; and remember that the language belongs in the first place to your ear and to your tongue, not to your book merely and to your brain.

III. Commit to memory the simplest and most normal forms of the declension of nouns.

IV. The moment you have learned the nominative and accusative cases of these nouns take the



first person of the present indicative of any common verb, and pronounce aloud some short sentence according to the rules of syntax belonging to active verbs.

V. Enlarge this practice by adding some epithet to the substantive, declined according to the same noun.

VI. Go on in this manner progressively, committing to memory the whole present indicative, past and future indicative, of simple verbs, always making short sentences with them, and some appropriate nouns, and always thinking directly in the foreign language, excluding the intrusion of the English. In this essential element of every rational system of linguistic training there is no real, but only an imaginary difficulty to contend with, and, in too many cases, the pertinacity of a perverse practice.

VII. When the ear and tongue have acquired a fluent mastery of the simpler forms of nouns, verbs, and sentences, then, but not till then, should the scholar be led, by a graduated process, to the more difficult and complex forms.

VIII. Let nothing be learned from rules that is not immediately illustrated by practice; or rather, let the rules be educed from the practice of ear and tongue, and let them be as few and as comprehensive as possible.

IX. Irregularities of various kinds are best learned by practice as they occur; but some anomalies, as in the conjugation of a few irregular verbs, are of such frequent occurrence, and are so necessary for



progress, that they had better be learned specially by heart as soon as possible. Of this verb to *be*, in almost all languages, is a familiar example.

X. Let some easy narrative be read, in the first place. or better, some familiar dialogue, but reading must never be allowed, as is so generally the case, to be practised as a substitute for thinking and speaking. To counteract this tendency, the best way is to take objects of natural history, or representations of interesting objects, and describe their parts aloud in simple sentences, without the intervention of the mother tongue.

XI. Let all the exercises of reading and describing be repeated again and again and again. No book fit to be read in the early stages of language-learning should be read only once.

XII. Let your reading, if possible, be always in sympathy with your intellectual appetite. Let the matter of the work be interesting, and you will make double progress. To know something of the subject beforehand will be an immense help. For Christians who know the Scriptures, a translation of the Bible is always one of the best books to use in the acquisition of a foreign tongue.

XIII. As you read, note carefully the difference between the idioms of the strange language and those of the mother tongue; underscore these distinctly with pen or pencil, in some thoroughly idiomatic translation, and after a few days translate back into the original tongue what you have before you in the English form.

XIV. To methodize, and, if necessary, correct



your observations, consult some systematic grammar so long as you may find it profitable. But the grammar should, as much as possible, follow the practice, not precede it.

XV. Be not content with that mere methodical generalization of the practice which you find in many grammars, but endeavor always to find the principle of the rule, whether belonging to universal or special grammar.

XVI. Study the theory of language, the organism of speech, and what is called comparative philology or Glossology. The principles there revealed will enable you to prosecute with a reasoning intelligence a study which would otherwise be in a great measure a laborious exercise of arbitrary memory.

XVII. Still, practice is the main thing; language must, in the first place, be familiar; and this familiarity can be attained only by constant reading and constant conversation. Where a man has no person to speak to he may declaim to himself; but the ear and the tongue must be trained, not the eye merely and the understanding. In reading, a man must not confine himself to standard works. He must devour everything greedily that he can lay his hands on. He must not merely get up a book with accurate precision; that is all very well as a special task; but he must learn to live largely in the general element of the language; and minute accuracy in details is not to be sought before a fluent practical command of the general currency of the language has been attained. *Shakespeare*, for instance, ought to be read twenty times before

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a man begins to occupy himself with the various readings of the Shakespearian text, or the ingenious conjectures of his critics.

XVIII. Composition, properly so called, is the culmination of the exercises of speaking and reading, translation and re-translation, which we have sketched. In this exercise the essential thing is to write from a model, not from dictionaries or phrase-books. Choose an author who is a pattern of a particular style, steal his phrases, and do something of the same kind yourself, directly, without the intervention of the English. After you have acquired fluency in this way you may venture to put more of yourself into the style, and learn to write the foreign tongue gracefully. Translation from English classics may also be practised, but not in the first place; the ear must be tuned by direct imitation of the foreign tongue, before the more difficult art of transference from the mother tongue can be attempted with success.



## CHAPTER VI.

### WHY WE FORGET.

An English writer remarks:—"That which is commonly regarded as defective Memory, in many instances results simply from lack of attention or observation; system; forethought, caution, or reflection; or promptness of action.

Endeavor to bring your mind *solely* upon the subject you have in hand. *Observe thoroughly*; individualize characteristics—that is, notice what, when, where, how, why, etc., etc.

Some people appear to pride themselves upon going through the world with their eyes shut, and their ears closed; and when asked questions, habitually answer, "*I really don't know*"—"I didn't notice," or, "*I didn't pay attention.*"

*It is a good plan to imagine always that you will be required to give a full description of that which you see and hear.*

*Be systematic.* Suppose you remember you have some letters to answer, and you reply to all except *one*, which, to your surprise, you find some days afterwards in a heap of papers you turned out of your pocket as an encumbrance. You may perhaps say, you did not answer it, because you forgot it was there; but you would have been sure to have remembered it if you had been systematic, and had placed all the unanswered letters together.

Accustom yourself to inquire, "Have I thought of all?" and endeavor to anticipate your probable requirements. When out for a day's pleasure, wishing to look at some distant object, you might exclaim, "I forgot to bring my telescope!" when perhaps you never gave it a thought that you might want it. Had you done so, you might have taken it.

*Act promptly.* It may be important that you should send a business letter by the next mail. You say to yourself, "I must write that letter presently." Shortly afterwards, you say, "I have not written that letter yet." And, again, "If I don't mind, I shall not be in time to send that letter." And, after all, you ejaculate, "There! its passed mail time, and I haven't sent that letter! What a wretched memory I have to be sure!" Do not blame your memory; it reminded you of your duty, but *you were not prompt*. Think of this in future, and act immediately.

Morbid caution is often mistaken for want of memory. Thus a person may lock a door, and, *knowing he has done so*, go again "to make sure," at the same time almost persuading himself he has forgotten; remarking, "Its locked; I *thought* I'd locked it; but I wasn't certain. I never can remember a thing of this kind."

Want of self-trust is also thus mistaken. For instance, Tom, who is writing a letter, suddenly calls out to his younger brother, "Fred, how do you spell 'received?'" *Fred*: "R-e-c-e-i-v-e-d." *Tom*: "Are you quite sure?" *Fred*: "Yes, quite."



*Tom* : “ Well, I thought it was ‘r-e-c-i-e-v-e-d.’ ” Fred, who has a higher opinion of his brother’s knowledge than of his own : “ I *think* I’m right,” and looks out the word in the dictionary.

Both of the preceding manifestations are very common, but are none the less objectionable ; and should be counteracted by close *observation* in the first place, and *forced self-trust* in the second.

Nervousness, or over-anxiety in trying to remember, frequently produces forgetfulness. The mind, instead of being occupied in *grasping* that which is wanted, may be *soliloquizing* thus : “ I know I shall not remember all this ; I wonder whether I have forgotton what was said just now !—What was it ? let me see ! ” This is particularly the case with many in reference to conversation, lectures, sermons, etc. Those who experience this should strive to maintain their self-possession ; by which they would remember twice as well.”

## CHAPTER VII.

# HELPS TO MEMORY: RESEMBLANCE AND CONTRAST.

Names and things forgotten may often be recalled to memory by recollecting their likeness to other things which we know; either their resemblance in name, character, form, accident, or any thing that belongs to them. An idea or word which has been lost or forgotten, may often be recovered by hitting upon some other kindred idea or word which has the nearest resemblance to it, and that in the letters, syllables, or sound of the name, as well as properties of the thing. Thus, if you would remember Hippocrates, or Galen, or Paracelsus, think of a physician's name beginning with H, G, or P.

Sometimes a new or strange idea or name may be fixed in the memory by well thinking of its contrary or opposite. In the same way, if you cannot remember the name Goliath, the remembrance of the name David may recall it.

A casual connection is sometimes formed between ideas seemingly the most incongruous; and as the mind is forcibly struck on such occasions with the very incongruity itself, the impression made is so much the deeper and more durable.

However slight, ludicrous, or absurd, may be the resemblance between the two things, if they are



once well associated, they will readily stay connected, and one will easily call up the other to the mind; for if there be but the remotest resemblance between the known and the unknown, it is surprising how much that resemblance will assist the memory.

Upon the principle of resemblance was founded the artificial classification made by the ancients of the starry hosts of the firmament. When anyone unskilled in astronomy surveys on a clear winter's evening the apparently numberless

“Immortal lights that live along the sky,”

He will be inclined to think that any attempt to arrange and recollect them, so that the place occupied by any particular star or planet might be instantly pointed out without difficulty, must be utterly fruitless. But such an arrangement was successfully made, long ages since, by the ancient astronomers, in the fanciful distribution of the fixed stars into the forms or outlines of persons, animals, and things, calling the number of stars included within the outline of each figure a constellation. Thus they formed the twelve signs of the zodiac, to which they gave the names of the persons, animals, or things of which they were symbolical: as Aries, the ram; Taurus, the bull; Gemini, the twins; Cancer, the crab; Leo, the lion; Virgo, the virgin; Libra, the balance or scales; Scorpio, the scorpion; Sagittarius, the centaur-archer (half man, half horse); Capricornus, the goat; Aquarius, the water bearer; Pisces, the fishes. This arrangement is still used by astronomers, and such a star, newly discovered planet or



comet, is described as being in such a position in or near such a constellation. Other stars have also been symbolically grouped, as the Southern Cross, the Great and Little Bear, &c.

Attention and repetition help much to the fixing of ideas in our memories: but those which make the deepest and most lasting impressions, are **Attention** and **Repetition**. those which are accompanied with pleasure or pain. Ideas but once taken in and never again repeated are soon lost; like those of colors in such as lost their sight when very young. Those things sink deepest, and dwell longest in the memory, which are impressed upon a clear mind unprejudiced either before or after the impression, as the things we learn in childhood; as, likewise, the first time things are taken notice of.

When the attention is strongly fixed on any particular subject, all that is said concerning it makes a deep impression upon the mind. There are some persons who complain that they cannot remember a sermon or speech which they hear, when in truth their thoughts are wandering half the time, or they hear with such coldness and indifference and trifling spirit, that it is no wonder the things which are read or spoken make but a slight impression on the brain, and get no firm hold in the memory, but soon vanish and are lost. Those who are ever skimming over the surface of things with little interest, will fix nothing in their minds. The labor and diligence of close attention to the subject only can impress what we read or think upon the memory.



Clear and distinct apprehension of the things which you learn is necessary in order to fix them in the memory. To remember words and the names of persons or things, you should repeat them aloud, with distinct articulation and correct pronunciation; and, in copying them, write slowly and plainly. The same care should be taken in fixing in the memory the ideas of things, notions, propositions, arguments, &c., with the addition that you should have a clear and distinct perception and understanding of them. Faint, glimmering, and confused ideas, will vanish like images seen in twilight.

Whatsoever you would fix in your memory, let it be disposed methodically, well connected and arranged in distinct heads or classes, both general and particulars. The mutual dependence of things on each other helps the memory of both. A clear connection of the parts of any writing or speech is of great advantage to the reader or hearer in remembering it. Therefore, many mathematical demonstrations in a long train may be remembered much better than a heap of sentences which have no connection.

Writing down thoughts or things that you wish to avoid forgetting, or copying passages that you desire to remember well is an excellent method of fixing them in the memory, for writing makes a stronger impression than merely silent reading. Once writing down, giving due attention to what you write, will fix it more in the memory than reading it silently several times. The sight conveys the ideas to the mind, and imprints

Writing as a  
Memory  
Helb.



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them on the memory better than any other sense; and what we have seen is not so soon forgotten as what we have only heard. This does not apply to the memory of music, which depends upon the ear and fingers. In writing, the memory is also assisted by the touch, as may be observed by the writing of a blind man impressing the words on his memory.

In writings things which you desire to remember, or copying for the same purpose, always write plainly; and if it be your own composition, form it into distinct sentences, paragraphs, and sections or divisions, which in writing, or in reading it, will impress the ideas and words upon the memory much stronger than if written without order or proper division.

• An abridgement or condensation in a narrow compass of what you wish to learn is most useful. By frequent review and repetition of such notes or tables, what is not fixed in the memory at first may be stamped upon it afterwards.

Writing down short notes and hints of the principal heads of what you desire to commit to memory, in order to make a speech, for such  
abstracts and epitomes may thus be re- **Taking Notes.**  
viewed much sooner, and the several sentiments or sentences will be more easily amplified or invented, and more readily placed in their proper order. There are many who scarcely ever take a pen in hand to write short notes or hints of what they intend to speak, and who never try to arrange their ideas in methodical order, by which negligence



they never fully develop their powers. Lord Brougham says:—"I should lay it down as a rule, admitting of no exception, that a man will speak well in proportion as he has written much; and that, with equal talents, he will be the finest extempore speaker, when no time for preparation is allowed, who has prepared himself most sedulously, when he had the opportunity of delivering a premeditated speech."

Talking over what you have read to a friend, on the first proper opportunity you have for it, will greatly impress it on the memory. Repeating carefully what you have learned to a younger person, or to a fellow student, if you can do so without ostentation or the appearance of conceit, will very much help to establish your own knowledge, while you communicate it to others. The physical powers of your tongue and your ear, as well as your intellectual faculties, will all combine to help the memory. If you have not anyone to whom you can thus repeat what you have read or learned, you may repeat it to an imaginary auditor, either aloud, or silently in the mind, as may be most convenient. This exercise of repeating greatly improves the memory generally.

It is very difficult by mere power of memory to learn a lengthy list of names or words, unless it be divided into groups, mentally or by ear.

**Grouping.** The groups should be arranged in threes, fours, &c., according as they may most strike the ear and be best grouped. The division into three appears to be of special advantage, as you will per-



ceive if you read over any list of names—first without any reference to arrangement, then in groups of four, and lastly in groups of three. Thus Hearne, in his *Ductor Historicus*, has reduced the whole compass of chronology to thirteen grand epochs, all beginning with the letter C. Dean Prideaux, in his *Introduction to History*, has made use of the number *seven* throughout his whole book; “not out of affectation,” as he tells us, “but experience, as *most easy for the memory*.”

In reading a book, make hooks or marks in the margin, to note any parts that are most important or striking; at the end of each section or chapter, read these passages again slowly and carefully; then endeavor to recollect the ideas, sentiments, or expressions, clothing them in your own words, if you do not fully remember those of the author, which will also greatly tend to give you fluency of language.

In order to remember where to find a passage which you particularly desire to refer to, seek after a local memory, or a remembrance of it, by the side or page where it is written or printed; whether the right or the left, whether at the top, the middle, or the bottom, whether at the beginning of a chapter or a paragraph, or the end of it. For this reason it is good to accustom yourself, as much as you conveniently can, to the same edition of an author's works.--

Mathematical and scientific tables and diagrams not only make many things easier to be understood,



but preserve them better in the memory. The situations of countries and cities, the course of rivers, and the extent of seas, &c., are much easier and better learned by looking over a map, or examining a globe, than by reading of them in a geographical work. But to thoroughly understand the subject, both means should be used together. So the constellations in astronomy, and their positions in the heavens, are more easily remembered by carefully examining astronomical maps.

Filling up an outline map, by copying from a map before you, is an excellent way of fixing the situations of places, &c., with their latitude and longitude and extent, upon the memory. The memory may be tested by filling up an outline map, and afterwards comparing it with the full map.

Do not plunge into other business, studies, amusements, or recreations, immediately after you have received instruction or listened to a lecture, or to anything you wish to remember if you can well avoid it. Get time, if possible, to recollect the things you have heard, that they may not be driven out of the memory by newer or more pressing matters.

In recalling to memory a poem written in stanzas—commonly, but incorrectly called verses—the chief point is to remember the beginning of each stanza, and the order of the stanzas; the stanza itself often being much easier to remember. Each line is, correctly speaking, a verse, whether rhymed or blank. Two rhyming verses are styled a couplet; three a triplet. A series of verses, having a

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certain arrangement often repeated, is called a stanza.

In learning a list of names, &c., when they are not required to be repeated in any regular and exact order of dates, &c., it will greatly help the memory to arrange them in alliterative order—aHiteration, or the beginning of two or more words with the same letter, being a great help to the memory. Thus, Chaucer, Collins, Cowper, Campbell, Coleridge; Spencer, Shakespeare, Scott, Southey; Nelson, Napoleon; Pitt, Peel, Palmerston, &c.

Pleasure and delight in the things we learn give great assistance towards the remembrance of them. Whatsoever, therefore, you desire that a child should commit to memory, make it as pleasant to him as possible; endeavor to find out his talent and disposition, and give him instruction and lessons, as far as you can, in a way according with his natural inclination. Many a learner forgets what has been taught him, because he never well understood it; he never clearly and distinctly took in the meaning of those sounds and syllables which he was required to get by heart.



## CHAPTER VIII.

### EXERCISE OF THE MEMORY.

“But, after all,” says Quintilian, “the great art of memory is exercise: to get many things by heart, and daily, if possible. Nothing increases more by use, or suffers more by neglect, than the memory. At whatever age a man aims at the improvement of this faculty, he should patiently submit to the uneasy labor of repeating what he has read or written. Here, as in other cases, where habits are to be acquired, exercise should be increased by degrees.” One great and general direction which belongs to the improvement of other powers, as well as to the memory, is to keep it always in due and proper exercise. Many acts by degrees form a habit, and thereby the ability or power is strengthened, and made more ready to appear again in action. Our memories should be used and made from childhood to bear a moderate quantity of knowledge, let into them early; and they will thereby become strong for use and service—as any limb well and duly exercised grows stronger. If we never use our memories, they will be almost lost. Those who are wont to converse or read about a few things only will retain but a few in their memory; those who are used to remember things but for an hour, and charge their memories

with them no longer, will retain them but an hour before they vanish.

Excess of wine, or luxury of any kind, as well as excess in the studies of learning or the business of life, may impair the memory by overstraining and weakening the brain; and it may be injured or quite spoiled by idleness, disease, or accident. Exercise of the faculty, temperance, health, and care, are therefore most important to all who wish to preserve the memory.

Particular care should be taken that the memory of the learner be not too much crowded with a multitude of facts or ideas at one time; this is the way to remember nothing, as one idea effaces another. An overgreedy grasp does not retain the largest handful. But the exercise of memory, with a due moderation, is one general step towards the improvement of it.

**Crowding  
the  
Memory.**

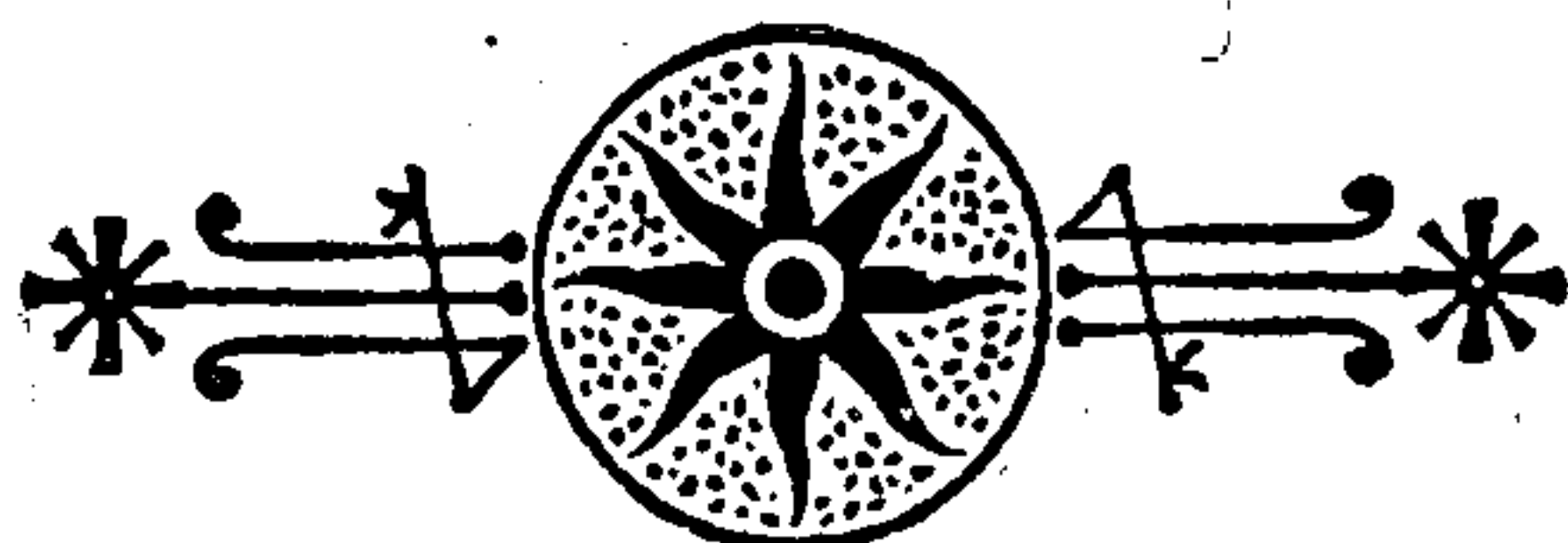
The memory of a child or any infirm person should not be overburdened; for a limb or a joint may be overstrained by being too much loaded, and its natural power never be recovered.

Learn to remember words as well as things, so that you may acquire copiousness of language, as well as the remembrance of things, and be more ready to express yourself well on all occasions. Mere sounds and words are much harder to get by heart than the knowledge of things and real images.

Every day learn a few lines of some great author, in prose or verse, selecting the finest passages, and



you will be surprised how much your memory will be improved and strengthened by the practice. This exercise will also impart copiousness of language, and give you choice of words. But do not overburden or strain your memory.



## CHAPTER IX.

### THE ART OF ARRANGING.

It is of great importance that we endeavor to discover if possible the natural associations existing between the subjects we desire to commit to memory. A number of isolated facts with apparently no connection, one with the other, are ordinarily difficult to remember, but if some natural association can be formed between them, or some striking arrangement or classification can be formed, little difficulty will be experienced in mastering them.

Often the most complex and seemingly unconnected list may by careful analysis and comparison, be so arranged as to have **What Classification will do.** some logical associations between the different parts. The close application of the mind, which becomes necessary in order that the student may analyze and compare all the various parts of the subject, will in itself prove a valuable aid to the memory.

Speaking of this subject of arrangement, David Kay writes, "The memory is able to retain and reproduce a vastly greater number of ideas if they are associated or arranged on some principle of similarity than if they were presented merely as isolated facts. It is not by the multitude of ideas



but the want of arrangement among them, that the memory is burdened and its powers weakened.”

A striking example of this subject is found in a list of the Presidential Administrations.

Although a very useful list to be learned, it is seldom remembered as ordinarily studied. The following is the manner in which the list is usually given.

THE PRESIDENTS OF THE UNITED STATES WITH  
THE LENGTH OF THEIR ADMINISTRATION.

1789			Yrs.	1849			Yrs.
Washington,	-	-	8	Taylor,	}	-	4
Adams,	-	-	4	Fillmore,	}	-	4
Jefferson,	-	-	8	Pierce,	-	-	4
Madison,	-	-	8	Buchanan,	-	-	4
Monroe,	-	-	8	Lincoln,	}	-	8
Adams,	-	-	4	Johnson,	}	-	8
Jackson,	-	-	8	Grant,	-	-	8
Van Buren,	-	-	4	Hayes,	-	-	4
Harrison,	}	-	4	Garfield,	}	-	4
Tyler,	}	-	4	Arthur,	}	-	4
Polk,	-	-	4	Cleveland,	-	-	4

A thorough analysis and careful comparison of the various items of this list will result in the discovery of a number of very peculiar coincidences generally overlooked. We herewith give the list classified.

THE CLASSIFICATION.

1789	(I)		Yrs.	1809	(II)		Yrs.
Washington,	-	-	8	Madison,	-	-	8
Adams,-	-	-	4	Monroe,	-	-	8
Jefferson,	-	-	8	Adams,	-	-	4
			20				20

*Excepting the Adams's all above served double terms.*

*“ “ “ “ were born in Virginia.*

1829	(III)	Yrs.	1849	(IV)	Yrs.	1869	(V)	Yrs.
Gen. Jackson,		8	Gen. Taylor,			Gen. Grant,		8
Van Buren,		4	Fillmore,		4	Hayes,		4
Gen. Harrison,			Pierce,		4	Gen. Garfield,		
Tyler,		4	Buchanan,		4	Arthur,		4
Polk,		4	Lincoln,		8	Cleveland,		4
		—	Johnson,					—
		20			—			20
					20			

III, IV & V all begin with a General.

III & V are identical viz., 8-4-4-4 yrs.

IV is exactly the reverse of III & V. 4-4-4-8 yrs.

Next to last administration in III & V are compound ones and each commence with a General viz—Harrison, Garfield, neither of whom served a year.

IV both begins and ends with a compound administration.

Jackson, Taylor and Grant should be specially memorized as their first administrations each commence a twenty year period, whose exact date is easily obtained by adding twenty years to the previous one. Having fixed the first date of each period, the commencement of the administrations following are readily found by simply adding 8+4+4+4 or 4+4+4+8.

#### PRESIDENTS RE-ELECTED.

-George, Thomas and double James,\*

Andrew, Abraham, Ulysses are the names.

\* Madison and Monroe.



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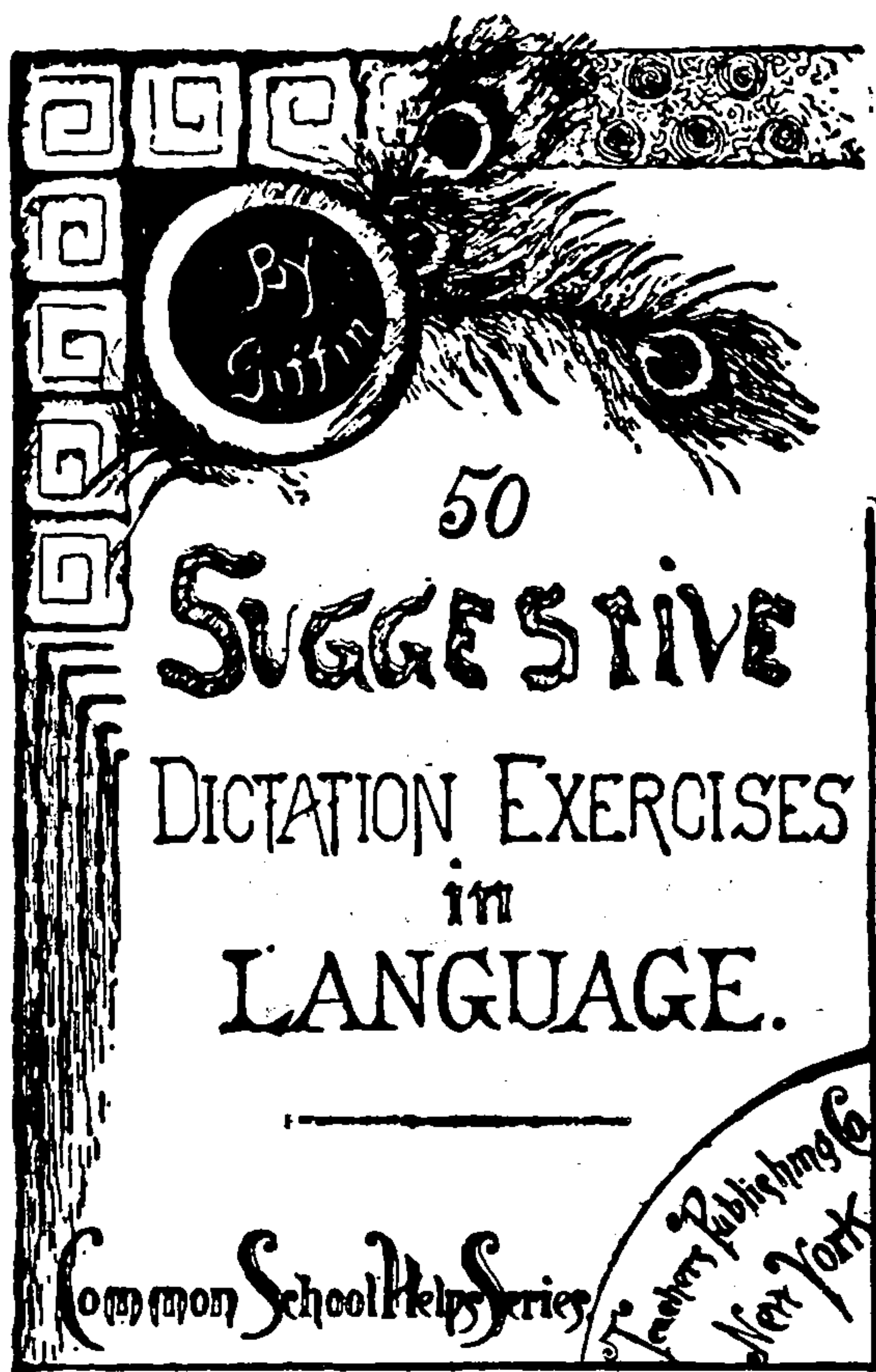
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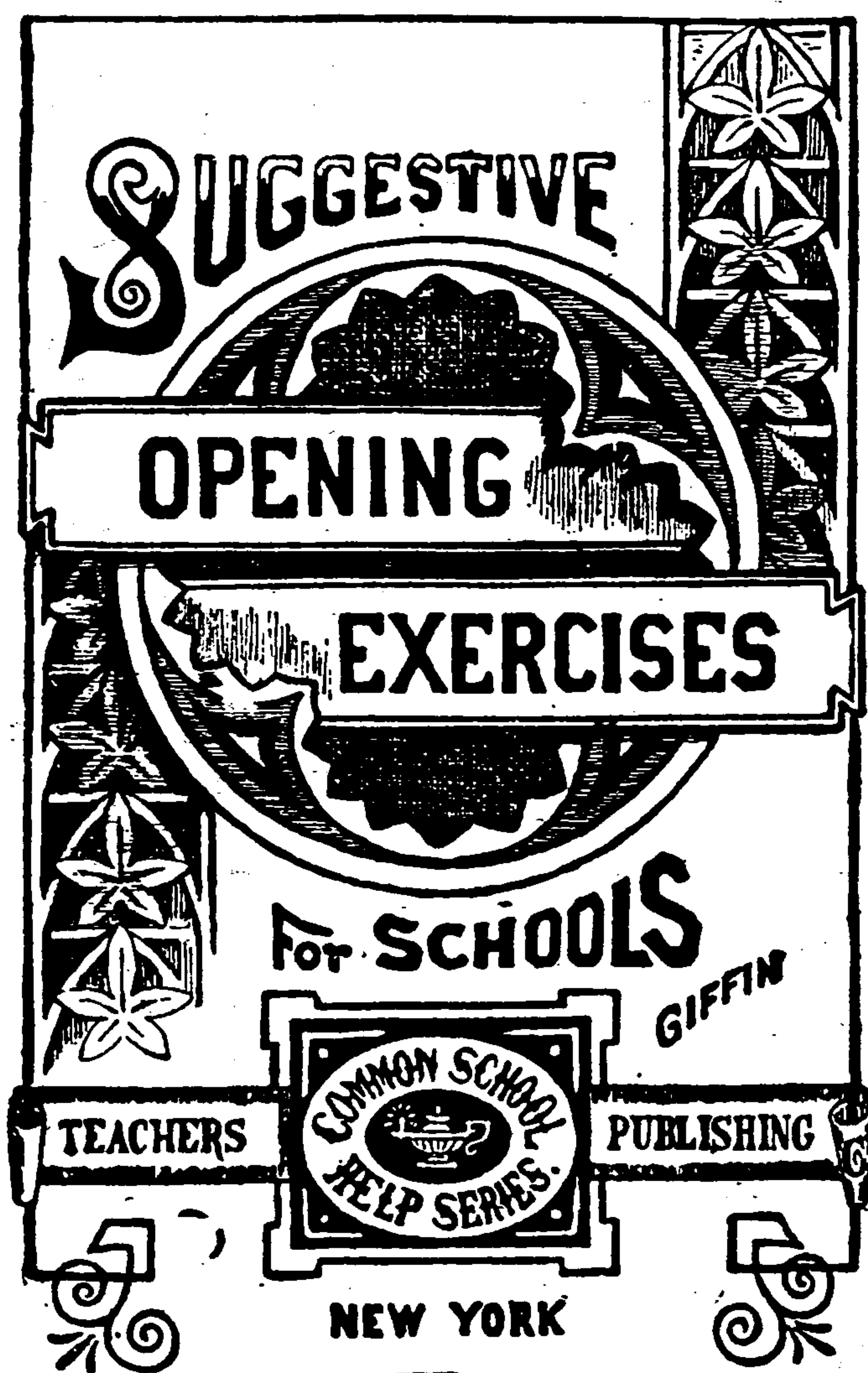
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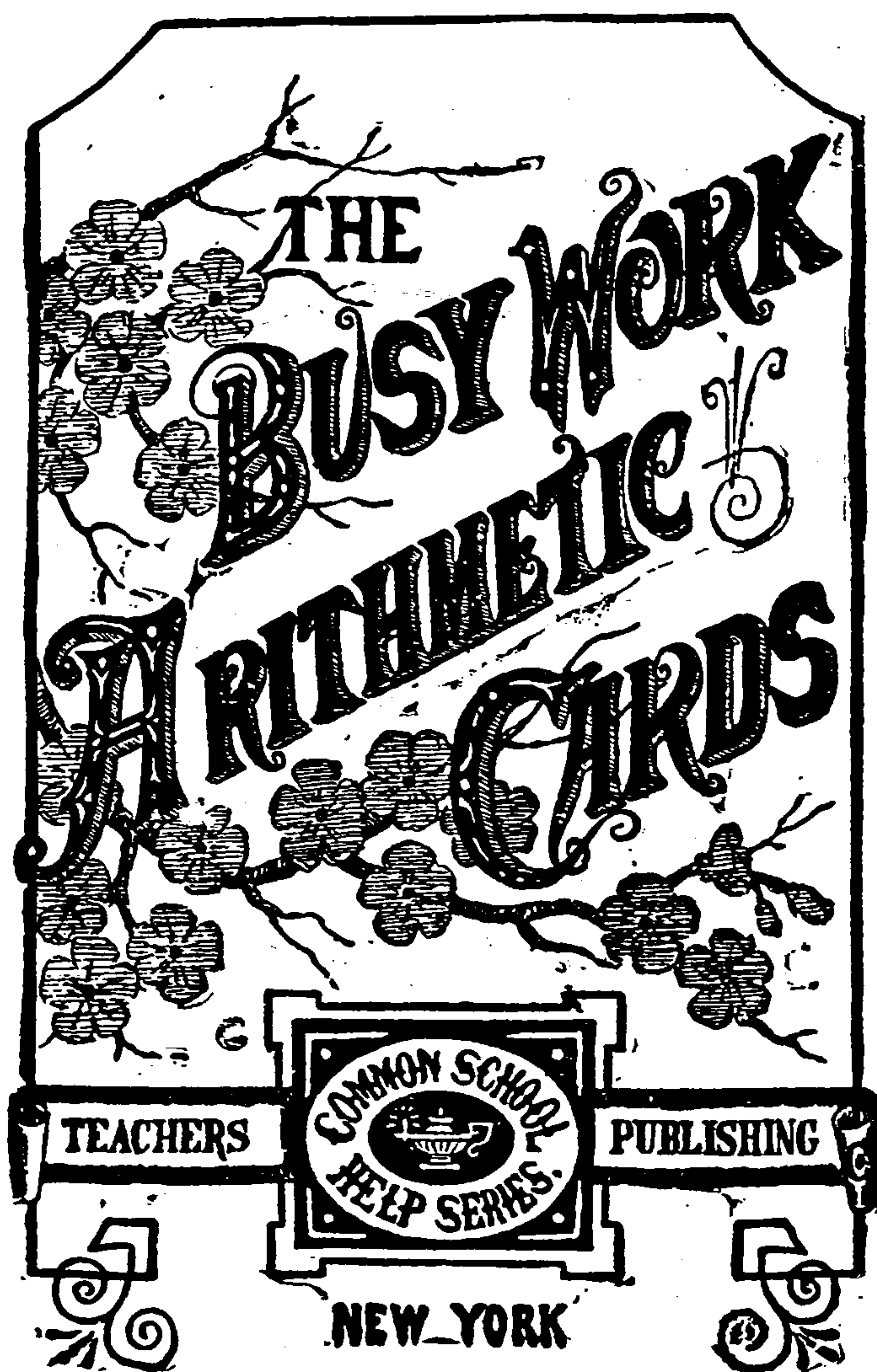
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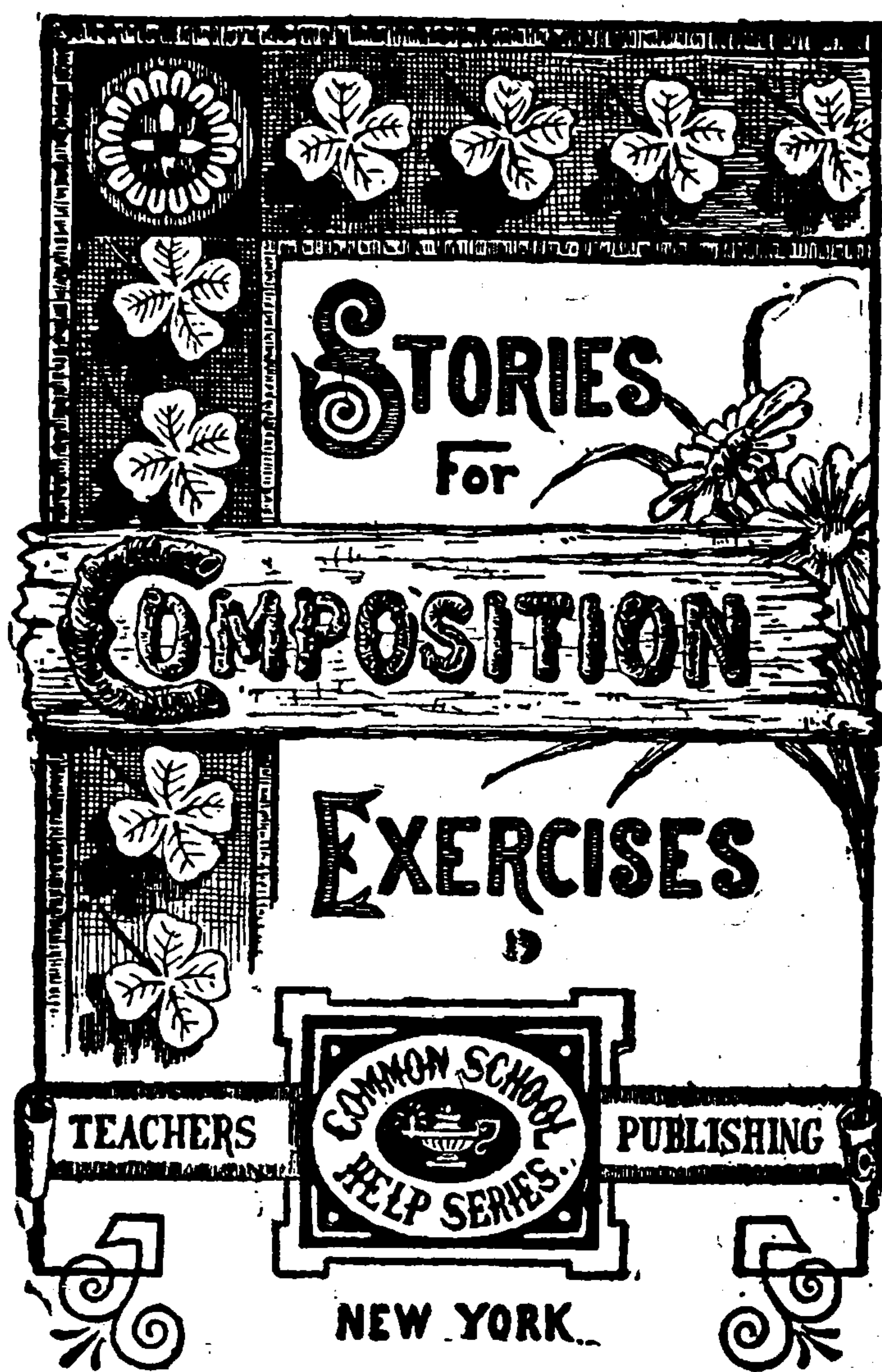
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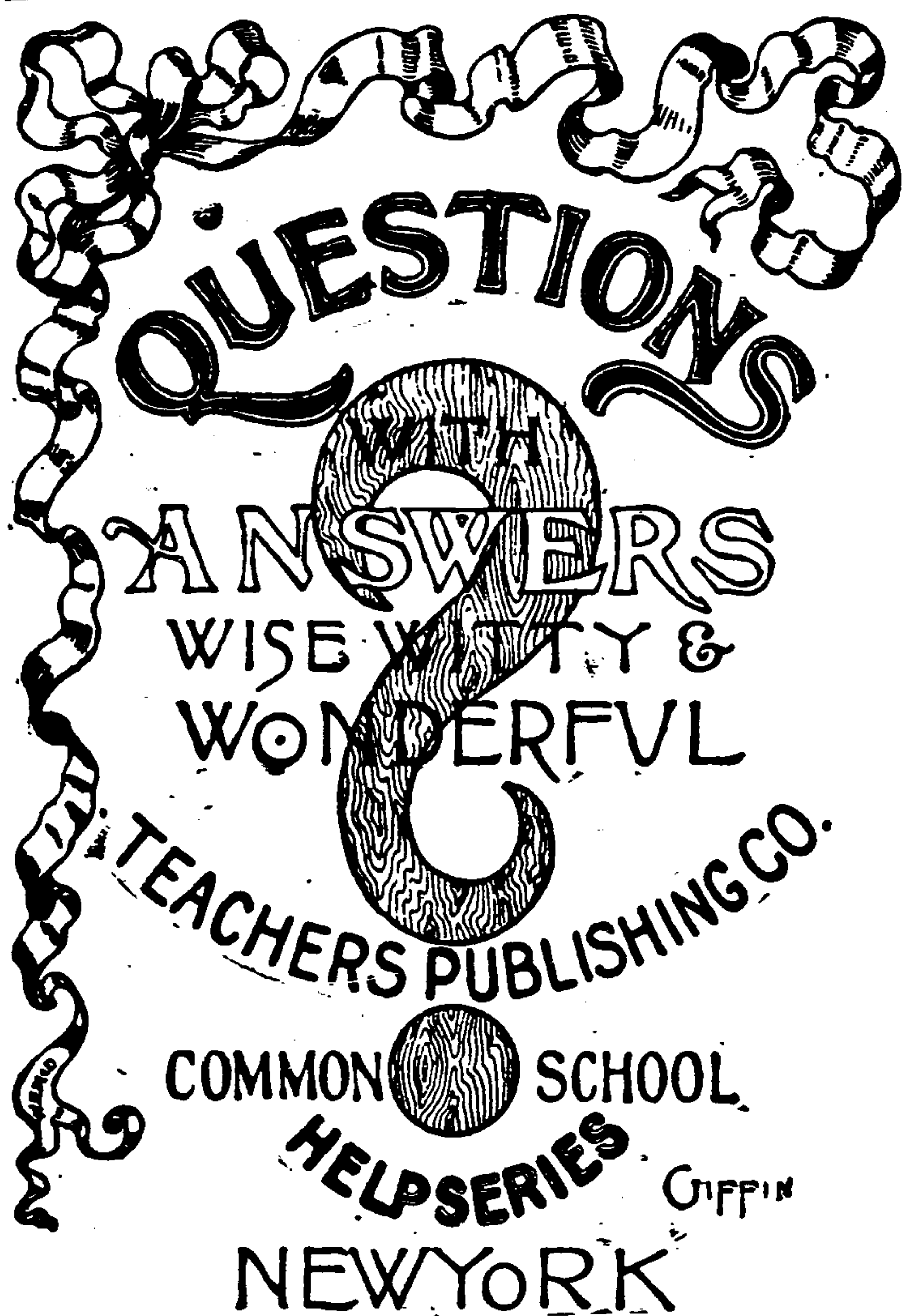
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